

Effectiveness of Structured Teaching Programme on Knowledge Regarding Behavioural Problem among Mothers of School Children in Selected Area at Madurai

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ABSTRACT

The study on “EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING BEHAVIOURAL PROBLEM AMONG MOTHERS OF SCHOOL CHILDREN IN SELECTED AREA AT MADURAI” was undertaken Objectives: To assess knowledge among mothers of school children regarding behavioral problem before the structured teaching programme. Evaluate the effectiveness of structured teaching programme (STP) on knowledge of mothers of school children regarding behavioral problem. Determine the association between knowledge among mothers of school children with selected socio demographic variables. Conceptual framework: The study was based on Imogine King’s goal attainment theory. Design: Evaluatory approach and pre-experimental design was adopted for this study. Setting: The study was conducted at selur Madurai district. Sample size: The sample size was 60 mothers of school children. Methods of data collection procedure: Data was collected from mothers of school children to assess level of knowledge by using structured tool before and after structured teaching programme. After administration of structured teaching programme the level of knowledges is assessed. The collected data were tabulated and analyzed by descriptive and inferential statistics. Results: Structured teaching programme is effective of mothers according to level of knowledge before and after the manipulation in which (41.67%) of the samples had showed inadequate levels of knowledge in pretest. In contrast, (70%) of the samples experienced adequate levels of knowledge in the post-test. The mean post-test knowledge score (17.62) was greater than the mean pretest level of knowledge score (9.52). The obtained t-value (14.33) was statistically highly significant at 0.05 levels. The mean difference between pretest score and posttest score is 8.1 was significant at 5% level as the (* $p < 0.05$). Conclusion: The association of pre and post-test level of knowledge after the structured teaching programme the mothers of school children was adequate.

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INTRODUCTION:

Children are the future of every country and all societies strive to ensure their health and safety. Since India’s Independence, continuous efforts have been made to improve the status of children. The large burden of communicable, infectious, mental and nutritional disorders is gradually in the decline due to massive efforts and investments by successive Indian government, even though it is an unfinished agenda. A mother is a key person to take care of children who play a major role in the health promotion and

maintenance. Mother must be competent enough and knowledgeable regarding taking care of their child.

Children are the most important asset and wealth of a nation. The children under 15 years of age constitute about 40% of the population. The child is not a miniature, but an individual in his own right. The quality of childhood one has lived will determine the ultimate nature of all adulthood. Now-a-days because of rapid industrialization and urbanization, so unavoidably they get less time to look after their

childhood. Under these circumstances, emotional behavior and psychiatric problem are on the rise.

The behavioral problem are characterized by poorly controlled, impulsive acting behavior in situations in which self-controlled, impulsive acting behavior in situations in which self-control focused behavior are expected by the time, they enter school, most children have developed the self-control skill necessary for complaint and organized behavior in the classroom and for responsive, non-aggressive are at high risk a school difficulties, learning problems, peer rejection.

Children acquire many skills as they grow some skills such as controlling depend mainly on the level of maturity of the child nerves and brain other such as behaving approximately at home and in school are the result of a complicated interaction between the child physical and intellectual development, health, temperament and relationship with parents, teachers and caregivers. The child can have mental, emotional and behavioral problems that are real, painful and costly. There problems often called disorders which are sources of stress for children and their families, schools and communities. It is estimated that one in five children may have a mental health disorder that can be identified require treatment.

Childrens behavioural and emotional problems pose special challenges for meeting such managed care requirements. Teachers are especially important source of information when behavioural problem of childrens indicated. Parents and care givers are also the source of information when behavioural problem of children is indicated. More energy is now being directed into the alleviation of disabilities which prevent children from innumerable type of recent behavior are seen in the school population.

OBJECTIVES:

1. To assess knowledge among mothers of school children regarding behavioural problem before the structured teaching programme.
2. To evaluate the effectiveness of the structured teaching programme (STP) on knowledge of mothers of school children regarding behavioural problem.
3. To determine the association between knowledge among mothers of school children with selected demographic variables.

HYPOTHESIS:

H1: There will be a significant difference between the pre-test and post-test level knowledge scores among mothers of school children regarding behavioural problem.

H2: There will be a significant association between level of knowledge of mothers of school children and selected socio-demographic variables.

RESEARCH METHODOLOGY:

An evaluator research approach was adopted for the study. One group pretest and posttest pre-experimental research design was selected. The study was conducted in selected area at Madurai. Population consist of mothers of school children in a selected area at Madurai. The sample size was 60 mothers of school children residing in the selected area at Madurai who fulfilled the inclusion criteria were chosen using simple random sampling technique. The tool used for the study was semi-structured questionnaires which consist of 20 questions regarding behavioural problem. The structured teaching programme were includes videos and distributing pamphlets. It was scored on 1-point for correct and 0-point for wrong answer. After obtaining consent from the mothers, the data collection procedure was started by providing questionnaire.

RESULT AND DISCUSSION:

The data collected was analysed using both descriptive and inferential statistics on the basis of objectives and hypothesis. The demographic variables of the mothers revealed that equal participants are in the age group of 20-30 and 31-40 years. Majority (60%) of clients were Hindud. Most of the participants (83.33%) were staying in nuclear family. Highest percent (51.67%) had completed secondary education. Majority (35%) of the participants had no source of information regarding behavioural problem. Most (88.33%) of them had no previous history of behavioural problem among mothers of school children.

The first objective was to assess the level of knowledge of mothers of school children regarding behavioural problems before the structured teaching programme.

This study shows that in pre-test out of 60 mothers majority (58.33%) had average knowledge on behavioural problem. Nobody had adequate knowledge on behavioural problem.

The second objectives to evaluate the effectiveness of structured teaching programme on knowledge of mothers of school children regarding behaviour problem.

The study result shows that the total mean knowledge score is increased by 33.75% with mean and SD of 8.1 ± 0.44 after the administration of structured teaching programme. The calculated 't' value (14.33, $p < 0.05$) in knowledge aspect was greater than the table value (1.67) at 0.05 level of significance. Therefore the null hypothesis was rejected and the research hypothesis was accepted.

The third objectives to determine the association between pre-test knowledge score of mothers of school children regarding behavioural problem with selected demographic variables.

There was no significant association between the knowledge and the demographic variables except for previous sources of information were significant association was found between the knowledge. The null hypothesis was accepted.

CONCLUSION:

This study was undertaken to determine the effectiveness of structured teaching programme on knowledge regarding behavioural problem among mothers of school children in selected area Madurai. The assessment of the knowledge among mothers of school children regarding be revealed that majority (58.33%) of the mothers had average knowledge and (41.67%) had inadequate knowledge, Nobody had adequate knowledge. The pre-test mean was 9.52 with that of SD \pm 3.15 and post-test mean was 17.62 with that of SD \pm 3.59. The pre-test knowledge level of all the mothers of school children was average 58.33%, 41.67% inadequate and 0% adequate and post-test knowledge level 30% average, 70%

adequate and 0% inadequate knowledge, The mean post-test knowledge score (17.62) was greater than the mean pretest level of knowledge score (9.52). The obtained t-value was statistically highly significant at 0.05 levels. The mean difference between pretest score and post-test score is 8.1 was significant at 5% level as the (*p<0.05).

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